DOCUMENT RESUME

ED 073 113 SP 006 236

TITLE	A Nuclear Design for Teacher Education.
INSTITUTION	Wisconsin State Univ., La Crosse.
PUB DATE	Nov 71
NOTE	19p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Field Experience Programs; *Inservice Teacher Education; *Preservice Education; Program Descriptions; School Community Cooperation; *Teacher Education; *Teaching Models
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

The College of Education at the University of Wisconsin-LaCrosse has initiated a nuclear design for teacher education. The design provides two centers working in cooperation with the College of Education and the cooperating schools. The Education and Resource Center has five components: social studies, English, science, mathematics, and reading. This center, organized along subject lines, gains direct access to teachers (K-12) through the vehicles of materials and instruction practices in specialized areas of the school curriculum. The Center for Education Professions initiates and coordinates cooperative projects with schools which go beyond subject boundaries. The strategy followed by both units to effect change within the schools was to provide preservice laboratories, clinical experience, and inservice education. Evaluation indicated the design is functioning as intended and the school community relationship is stronger. (MJM)

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A NUCLEAR DESIGN FOR TEACHER EDUCATION

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A NUCLEAR DESIGN

FOR

TEACHER EDUCATION

SP 006 236

Submitted by

University of Wisconsin-La Crosse

La Crosse, Wisconsin

November, 1971

SUMMARY

The College of Education at the University of Wisconsin-La Crosse has initiated a new design for teacher education. Conceptualized as a nuclear design model, the aim is to establish a stronger bond between the two main elements in the teacher education process--the College of Education and the cooperating schools of the area--and thereby achieve a more unified and comprehensive approach to teacher preparation.

The basic assumption of the nuclear model is that both of these elements have unique resources to offer each other, but, at the same time, each has special needs that can be met best by the other party. By identifying these needs and resources, the energy of mutual attraction and sharing is directed to form a dynamic pattern of teacher education.

The types of units have been newly formed to serve as bonding forces to hold the elements of this pattern together. These exist in the form of (1) Education and Resource Centers, of which there are five--Social Studies Center, English Center, Science Center, Mathematics Center, and Reading Center, and (2) the Center for Education Professions. Although both types of units work cooperatively toward the common purpose of achieving a true partnership of effort between schools and the university in the teacher education process, each occupies a unique place and performs a special role in pursuing the purpose.

The Education and Resource Centers are organized along subject lines to gain direct access to teachers (K-12) through the vehicle of materials and instructional practices in specialized areas of the

school curriculum. The Center for Education Professions, on the other hand, initiates and coordinates cooperative projects with schools which go beyond subject boundaries.

The strategy followed by both of these new units is to effect change within the schools of the immediate educational community which provide the settings for pre-service laboratory and clinical experiences. By working more intensively at the in-service education level with professional personnel in these schools, it is anticipated that the kinds and quality of laboratory and clinical experiences for teacher candidates will be improved.

An evaluation of these efforts has indicated that the design is functioning as intended, and that stronger cooperative relationships are developing between the College of Education and area schools.

OVERVIEW

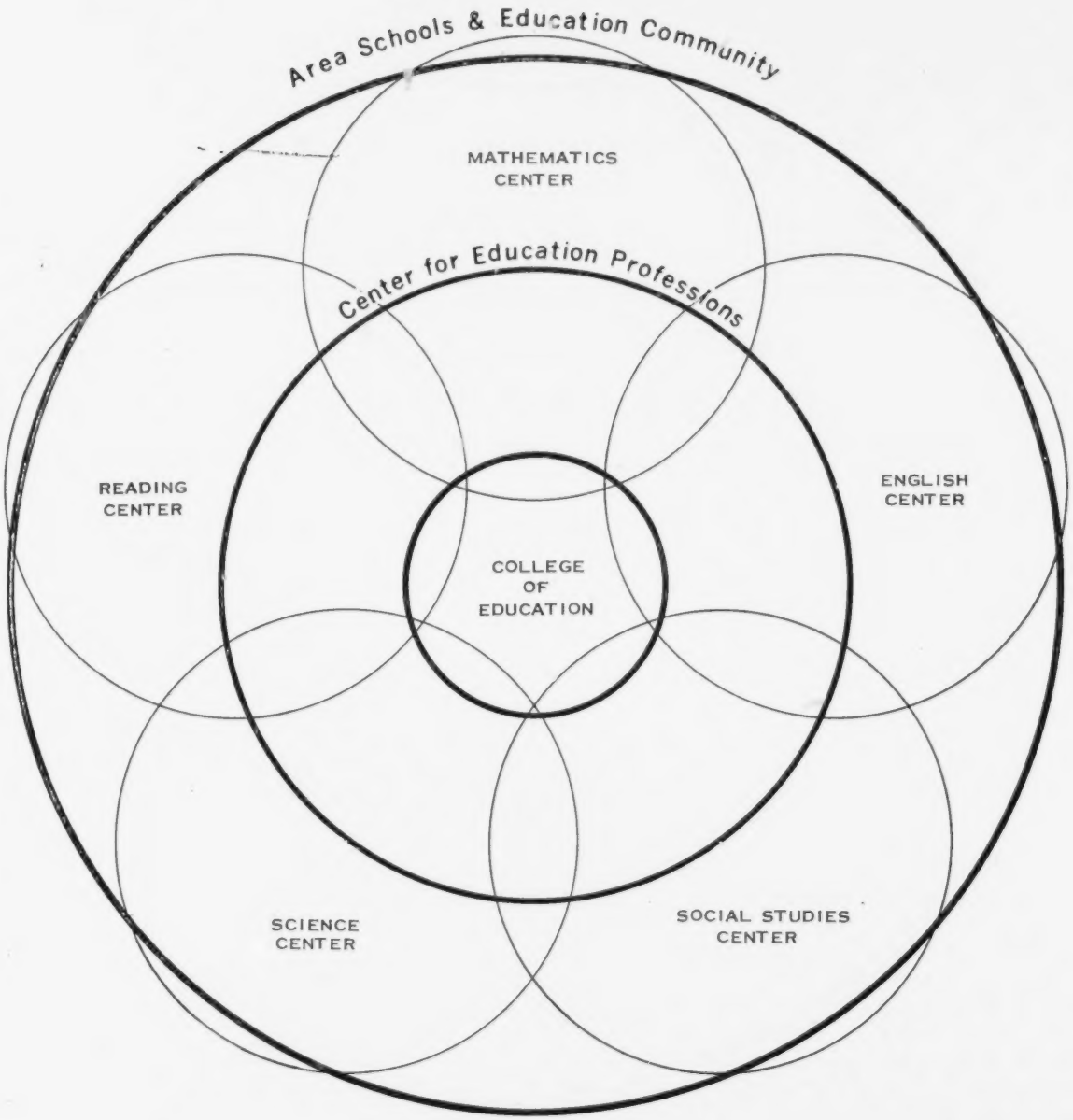
The College of Education at the University of Wisconsin-La Crosse, this year initiated a new design for the teacher education program. The aim of the design is to consolidate the traditionally separate and often fragmented elements of teacher education--elementary, secondary; pre-service, in-service; theoretical, practical; university, school--into a more unified and comprehensive approach wherein all elements are bonded together in "nuclear" fashion.

In this design, the College of Education is still the nucleus, but it is now surrounded by two newly created entities--Education Resource Centers and the Center for Education Professions. The overall effort is an attempt to bring the university and cooperating area schools into closer partnership arrangements for improving the process of teacher preparation.

A basic assumption of the nuclear model is that both the College of Education and area schools--the two main elements in the teacher education process--have unique resources to offer each other in this process, but, at the same time, each has special needs that can be met best by the other party. By identifying these needs and resources, the energy of mutual attraction and sharing is directed to form a dynamic pattern in which the Education and Resource Centers and the Center for Education Professions serve as bonding forces to hold the elements together.

A graphic representation of the nuclear design model is shown on page 2.

A NUCLEAR DESIGN
FOR
TEACHER EDUCATION



EDUCATION AND RESOURCE

The five Education and Resource Centers are identified as follows: Social Studies Center, English Center, Mathematics Center, Science Center, Reading Center.

The general goals of all of the Education and Resource Centers are stated as:

1. Providing facilities to meet the needs of area teachers and teacher candidates in training
2. Concentrating staff, resources, and instructional materials in a centralized location in order to implement a cycle of pre-service and continuing education development
3. Serving in the capacity as change agents for the area educational community.

In their efforts to achieve these goals, the respective Education and Resource Centers have been organized on a K-12 basis, and have engaged in a variety of activities, some of which are summarized in the following sections.

Social Studies Center

The Center was formed after a series of meetings with area social studies teachers. These meetings resulted in the formation of an advisory group that would reflect needs, and cooperate in planning a program of Center services and activities. Since then, the Center has begun to operate with increasing effectiveness as a focal point for the collection and dissemination of materials; and, as such, has served to augment pre-service methods courses, as well as meeting general in-service needs of area teachers. The advisory council to the Social Studies Center consists of 15 area social studies teachers who have met regularly to initiate and plan activities for the year. In addition to supporting the need for a summer institute in conceptual-inquiry teaching on the La Crosse

campus, this group is presently planning a spring workshop on the topic of Individualized Instruction in the Social Studies.

One recent in-service activity was a workshop planned and held in conjunction with the Cooperative Educational Service Agency in the fall of 1971. More than 100 area social studies teachers, including supervisors of student teachers, observed video-taped simulations and teaching demonstrations, and participated in simulation games. The workshop concluded with an orientation to the materials and services of the Center.

Other projects in which the Center is engaged include the development of a collection of video-taped teaching demonstrations which will be available to all teachers in the area. Upon completion, this project will amount to the cooperative construction of mediated resource units for social studies teaching.

The initial effort of the Social Studies Center was the collection of instructional materials representing the major national curriculum projects. Materials from several of these projects in quantities suitable for classroom use have been acquired and have been widely disseminated and used on a short term loan basis in area schools by student teachers and their supervisors. Curriculum project materials at the secondary level include those from the Harvard Project, Amherst Project, Carnegie-Mellon, Anthropology Curriculum Study Committee, Sociological Resources for the Social Studies and the High School Geography Project. The Center also has a collection of materials for use at the elementary level including the Taba Social Studies Project, the Michigan State Social Science Program, the Educational Research Council, and "Man: A Course of Study."

Experience to date indicates that one of the most effective

ways to establish a partnership between the university and cooperating schools is that of making new curriculum materials available for trial use by teachers. The Social Studies Center intends to continue development in this direction.

English Center

In addition to developing and maintaining a growing materials collection, the staff of the English Center has conducted activities of four main types. A special student teaching project in cooperation with the Melrose-Mindoro school system has placed a team of five student teachers with two supervising teachers to develop and implement an elective program in English in that system. Continuing education for cooperating teachers in secondary English has involved several full work days at the Center during which the cooperating teachers have worked on curriculum designs and planned a data bank exchange of instructional plans and practices. Field consultation by the staff has been done in the fall of 1971 for four school systems. The Center has also initiated a plan of teacher-principal observation team visits to schools outside the immediate area. Three such visits have been conducted, to date. In October, the English Education Center was host to the Wisconsin Conference on English Education.

Reading Center

Consisting of staff offices, an instructional materials center, a conference room, and diagnostic and treatment rooms, the Reading Center offers tutorial services through involvement of undergraduate and graduate students in reading courses. A cooperative program with local schools is presently planned to

make it possible to arrange tutoring on a more extensive basis. This plan will operate within the framework of a practicum experience. The Reading Center is developing plans for extending its services through more staff consultation, materials demonstrations, and closer coordination of programs and staffing efforts for the benefit of students, parents, teachers and administrators.

One of the major accomplishments has been the formation of the Midwest Reading Council which has sponsored conferences and on-campus clinics. These activities have been attended by a large proportion of the reading teachers of the area.

Mathematics Center

One of the major projects of the Mathematics Center involves computer assisted instruction. In conjunction with the Computer Science Department, a series of computer terminal demonstrations has been carried out in local junior and senior high schools. This is preliminary to establishing a computer time-sharing system, headquartered at the University of Wisconsin-La Crosse. A new course has been developed to be taught in conjunction with computer science to train area teachers in the uses of a terminal in their junior high and senior high school curricula. A computer terminal will be located in the Mathematics Center with which to provide training in CAI for both pre-service and in-service teachers in the area.

Another major project underway and directed primarily toward the elementary level, is the development of Teacher Background Packages (TBP's). These are multi-media presentations in specific areas of elementary mathematics instruction, such as problem solving, computation, and measurement, and are designed to give either pre-service or in-service teachers a quick, comprehensive overview and a

variety of suggestions for learning activities. These will be usable on an individual or group basis, and can be used in the center itself or checked out for use by faculty members in area schools. It is anticipated that TBP's will be revised and/or added in response to feedback.

The center also is building up a collection of materials, especially in the area of manipulative materials which can be used to lessen the degree of abstraction in mathematics instruction. These materials will be available for short-term loan to schools wishing to investigate them before purchasing their own.

Science Center

A forerunner in pioneering the Education and Resource Center concept in the College of Education, the Science Center has initiated several programs involving school-university cooperation. For four years the Center has offered summer workshops for area teachers to provide background knowledge and to encourage innovations in science teaching. As a direct result of this experience, teachers in one of the La Crosse elementary schools requested assistance in implementing the A.A.A.S. Science program--"Science: A Process Approach" in their school. Accordingly, the university provided basic equipment and consultant services with the publisher providing expendable materials. This plan is in current operation.

In the area of student teaching, the Science Center staff have devised a network plan whereby student teachers are assigned to, shared by, and rotated within a network of student teaching stations and supervisors. The benefits of this plan are: (1) individual

needs and interests of student teachers are better served through flexibility and variety of experiences, and (2) supervision and assessment of student teacher performance are conducted on a team basis.

Under this network plan, college supervisory personnel work more closely with cooperating teachers through periodic on-campus workshop meetings. To facilitate these meetings, student teachers assume the entire teaching load of the cooperating teachers for days on which such meetings are held.

Several years of designing environmental education programs has resulted in a proposal to the Duke University Junior Science and Humanities Symposium Program to establish western Wisconsin and upper Michigan as a symposium site with the University of Wisconsin-La Crosse as the host university. Financial support, now provided by the university should be shared eventually by the community of Wisconsin and Michigan. A trial symposium was conducted in May, 1971, for a period of one week with Campus Laboratory School students. These experiences were condensed into a two-day symposium program.

The first annual Junior Science and Humanities Symposium was held September 16-18, 1971 at the University Field Station, Chippewa Lake, in the Chequanmegon National Forest. A second symposium is planned for September 14-16, 1972, with all school systems in western Wisconsin and upper Michigan encouraged to nominate students and teachers for participation.

In addition to these three activities, the Science Center serves as the focal point for pre-service training in science teaching for elementary and secondary undergraduate students in

education. Center staff members have recently been involved in several in-service activities with area schools.

Future plans include the development of more extensive follow up activities in order to maintain contact with graduates who are now teaching.

CENTER FOR EDUCATION PROFESSIONS (C.E.P.)

The University of Wisconsin-La Crosse is responding to a mandate for change in the program and means of preparing teachers. A synthesis of contemporary thought relative to programs for preparing teachers points to a single imperative--that of designing programs which are built upon firm collaborative, cooperative partnership arrangements with area public schools.

A major purpose to be achieved in such arrangements would be the creation of realistic laboratory settings and coordinated efforts to provide clinical experiences in the preparation of teachers. Accordingly, a valid program of clinical experiences would appear to rest upon the basic principle of joint responsibility and accountability. Toward the accomplishment of these ends, the C.E. P. has been established.

An advisory council consisting of 15 members representing different professional constituencies--teachers, administrators, private schools, undergraduate and graduate students in education, and the Cooperative Educational Service Agency--has been created to assist the C.E.P. in establishing guidelines for reciprocal training arrangements, recommending evaluation criteria, suggesting budgetary needs and priorities, and giving direction to the development of harmonious, supportive relationships with participating schools.

The underlying plan, then, is to promote a "trade off" in which university personnel play a greater role through in-service work, and teachers in the field assume additional responsibilities for pre-service experiences. Personnel from the Education and Resource

Centers work in close cooperation with the C.E.P. in assuming the expanded in-service role.

Some of the major projects carried on under the auspices of, or coordinated by the C.E.P. in which such relationships are developing are described in subsequent sections.

The Network of Schools: Individually Guided Education in Multi-Unit Elementary Schools

Currently nine schools in four districts are participating in the La Crosse Area Network. There are similar networks throughout the State of Wisconsin. The following statements reflect a rationale for this network:

1. The network serves to legitimize school change because of a number of schools working toward the same objectives.

2. The network serves as a formal clearing house for identifying various personnel capable of serving as specific resources for member schools.

3. The network enables member schools to contribute to the identification of common problems and to solve them creatively.

4. The network provides a source of outside ideas to the individual units within the schools.

5. The network members are able to identify with one another as a source of peer support.

The governing body of this network is known as the HUB Committee. This committee is composed of personnel elected by each of the member schools. The composition includes unit leaders, staff teachers, building principals, curriculum directors and superintendents. The role of institutional personnel in the network is to serve as facilitators and to offer a visible demonstration of the commitment of U.W.-La Crosse to give leadership to those area

schools committed to the concepts of MUS-E/IGE. This project authenticates a true partnership between the university and local school districts.

A five day Advanced Leadership Institute for Unit Leaders was conducted on the La Crosse campus in early November, 1971. Seventy participants representing twelve school districts from the states of Illinois, Nebraska, Minnesota, and Wisconsin were involved in the institute activities.

Public School - University Staffing

The C.E.P. has been the catalyst for many cooperative educational experiences between the University of Wisconsin-La Crosse and the area public schools. A rather unusual one developed from the need for more area cooperating teachers to be completely familiar with the UW-L teacher education program and for the Secondary Education Department to be in tune with the needs of public school teachers. The Secondary Education Department, C.E.P., and the La Crosse School Board, via the La Crosse School District Superintendent, cooperated to make it possible for the Secondary Education Department to invite a public school teacher of their choice to join the departmental staff on a full-time basis for one year.

Financial arrangements were made permitting the public school teacher to remain on the public school district payroll, maintaining her place on the salary scale, receiving all fringe benefits, etc., to which she was entitled. Her salary was paid by the La Crosse School District; her assignment was to the Secondary Education Department at the University of Wisconsin-La Crosse. It was written into the contract that the teacher could have this position for one

year only to alleviate any fears that the university was using this as a means to induce outstanding public school teachers to leave public school teaching. The teacher will return to her public school classroom assignment at the end of the first year - to the same building, room, and assignment - if she desires.

Next year the Secondary Education Department will choose another teacher or school administrator from a different school for another one year assignment. Both the UW-L and the public schools have anticipated certain rewards from this cooperative arrangement. The expected benefits are:

1. The public school teacher has the professional benefit of a new and challenging professional experience.

2. The public school teacher has the opportunity to study and participate in the training of teachers. The outcome of this experience should be a rich in-service activity for the public school teacher.

3. The Secondary Education Department has the benefit of a public school teacher's recent classroom experience and point of view.

4. The public school teacher will return to her school and serve as liaison person between the UW-L and the public school. Since she will be well-informed of the objectives of the teacher education program, she will be able to explain to the public school staff what the university needs from the public schools and how the university can help the public schools.

5. The public school teacher should be a team leader and supervisor for several student teachers and/or interns in her school. She should be responsible for most of the duties commonly done by the university supervisor, thus reducing the supervisory responsibilities of the university for student teaching.

Junior High School Evaluation

The Center for Education Professions allocated one-half of a full faculty position to assist the La Crosse District public schools in the evaluation of their junior high school programs. This university component has acted in the capacity of consultant and coordinator to help in facilitating the total evaluation process.

Basic objectives of the evaluation as stated by local administration in their initial request for assistance from the C.E.P. were: (1) giving greater feasibility to fiscal planning, and (2) indicating needs for possible changes in curriculum design. Future involvement, after completion of the evaluation for C.E.P. personnel will relate to these considerations. A possible scope of three years has been identified for the total process.

School-University Micro-Teaching Laboratory

One of the purposes of the C.E.P. is that of fostering mutually advantageous relationships between the university and the public schools. To help achieve that goal, a cooperative arrangement between local schools and the university has been established whereby high school students are paid and used in a micro-teaching laboratory setting in the general methods of teaching course at the university. The high school provides the selection process, following criteria jointly determined, while the university provides transportation and payment for student service.

Micro Team Teaching

Micro team teaching is a university funded project designed to help teacher training institutions and school systems involve experienced teachers in team teaching, as well as to prepare student teachers for teaming. In this project, a group of local

public school teachers, along with seniors majoring in elementary education at UW-La Crosse have been learning about team organization. By placing two student teachers with one experienced teacher, a micro team teaching organization has been developed. The project, directed and coordinated by two staff members from the university, has been designed as a model for pre-service and in-service teacher training in team teaching.

Although the teams essentially do their own instructional planning, an advisor from the university attends their planning meetings to assist the teams by bringing to them new insights about curriculum and instruction. Building principals also assist the teams in facilitating the planning process by active participation in the planning sessions.

A series of video tapes, a kinescope, and a sound-slide presentation has been developed by the staff and program participants to illustrate and describe the micro team teaching project.

In one building situation where there are eight micro teams, one cooperating teacher also acts as a clinical professor in the capacity of supervisor of student teaching in his building. His appointment is half-time by the university, and half-time by the school district.

The micro team setting has also provided opportunities for staff members to test pilot projects. One example is that of offering the course, Teaching for the Aesthetic Arts, off-campus to micro team students in one of the school buildings where they teach during the day.

More than 100 school board members, principals and teachers from schools in the surrounding area have come to La Crosse to observe the planning sessions of the micro teams.

Conclusions

It should be emphasized in conclusion that this nuclear design model for teacher education at the University of Wisconsin-La Crosse is of recent origin, and is, therefore, in the developmental state of being, and becoming. As noted earlier, the outlines of the design are becoming clearer as units continue to generate programs and contacts with the partners in the teacher education undertaking. At this point, these tentative conclusions appear justified:

1. Professional school personnel at all levels have been receptive to the efforts of the university to involve them more fully in the teacher education process.

2. A growing spirit of cooperation for action is developing between university and school people as they continue to identify common bases of concern and need.

3. Program development to this point indicates genuine interest and joint input from the cooperating parties engaged in teacher education.

4. The evolving design for teacher education at UW-La Crosse represents a significant change in emphasis and direction from that of the recent past.